Iowa Head Start State Collaboration Office Supplemental Grant 2004-2005 Assessment Report

Introduction

The Iowa Head Start State Collaboration Office developed a broad approach to support better collaboration between Community Action agencies and Head Start with the over-arching intention of improving services for low-income families. This final report summarizes our activities and accomplishments in three section:

- 1. Project Goals
- 2. Project Goals and Activities
- 3. Major Project Accomplishments

Project Goals

- 1. Increase the effectiveness of the collaborative partnership between the Iowa Community Action Association (ICAA) and the Iowa Head Start Association (IHSA), especially one that can serve as a foundation for more effective participation in the planning and development of "high quality services for low income families."
- 2. Enhance management systems and overall performance of Community Action Agencies in Iowa, especially those operating Head Start programs, to ensure better outcomes for families.
- 3. Enhance CAA collaborative partnerships with local child care services, elementary schools and Iowa Community Empowerment.
- 4. Improved quality/quantity of services to low income families in eight priority areas.

Project Goals and Activities

GOAL ONE:

Increase the effectiveness of the collaborative partnership between the Iowa Community Action Association (ICAA) and the Iowa Head Start Association (IHSA), especially one that can serve as a foundation for more effective participation in the planning and development of "high quality services for low income families."

Strategic Concept: We believed that the best approach to improve relations between the associations and strengthen their effectiveness was to embark on a series of joint projects. We convened a futures group to look at the challenges ahead and devise some far-reaching efforts to address them. This group met in February and March, 2005. From these meetings, three projects were developed and implemented as discussed below. A key element of the work was the development of the action plan. The details of that plan are below along with activities.

The Anti-Poverty Institute project had an added bonus of creating a common unifying theme in joint work, and serving as a common agenda that both associations support and believe is of paramount importance. This has served and will continue to serve as a useful theme to return to,

especially when disagreements and diverging priorities may threaten the renewed status of a strong collaborative partnership.

We also sought to work on efforts that had the promise of long-term sustainability, using the Supplemental Grant as a catalyst for far-reaching efforts that will continue beyond the grant's termination.

Activities: Following the joint meetings between ICAA and IHSA representatives, an action plan for all three projects was developed and implemented (as far as possible):

PROJECT ONE: Develop an Anti-Poverty "Institute".

Desired Results:

- 1. To understand the patterns and trends of poverty in Iowa
- 2. To move from operational/service delivery to leadership
- 3. To create a mechanism to do research
- 4. To address low public awareness (target: ourselves, decision makers, general public)
- 5. To target our resources to maximize impact
- 6. To response to changing demographics

1. Initial Organization					
Proposed Activities:	Activities:				
Step One: Create an oversight group Step Two: Meet to define mission and purpose of "institute", initial structure, parameters of work Step Three: Oversight Group puts flesh and detail to plan	Participants from both associations were invited to a gathering. The group gathered on July 19, 2005. The group addressed: <i>I. What is the need for a poverty institute in Iowa?</i> 2. Which target populations have priority? 3. What are the chief strategies that will address the needs identified in question 1? 4. What steps must be taken over the next 90 days?				
Proposed Activities:	nd organizing of existing data on poverty in Iowa Activities:				
Step One: Collect known poverty data and data sources Step Two: Organize and report out	 Potential contractors were identified and a model for the final product was developed. A lecture on poverty issues was sponsored by the grant and provided a unique setting for Head Start and Community Action partnership. The resource person for the lecture also provided guidance in data collection. The development and printing of the report will be occur beyond the grant period. 				
3. ROUND TWO Contract for missing da in poverty)	3. ROUND TWO Contract for missing data, new research (including focus groups with people in poverty)				
Proposed Activities:	Activities:				
Step One: Develop RFP for research project to conduct original research about people in poverty. (Sept 05)	◆ These activities were folded into ROUND ONE as a single data gathering activity or eliminated.				

Step Two: Select Researcher (Nov. 05)			
Step Three: Conduct Research and			
Report out (Aug. 06)			
4. Connect and communicate with other in	ndividuals and organizations inside and outside of Iowa		
doing this kind of work or interested in this			
Proposed Activities:	Activities:		
 ♦ Step One: Get stakeholders inside of Iowa involved ♦ Step Two: Get stakeholders outside of Iowa involved ♦ Step Two: Get stakeholders outside of Iowa involved ♦ We began conversations with noted poverty scholar Mark Robert Rank from Washington University in St. Louis, Missouri, and authon One Nation Underprivileged: Why Americal Poverty Affects Us All ♦ We conducted a comprehensive web search identify at least 5 other anti-poverty research action centers across the country. 5. Build capacity for thinking skills—INFORMATION->KNOWLEDGE->ACTION->LEAST 			
>ETC. Proposed Activities:	Activities:		
 Step One: Schedule an event with a high-level keynoter Step Two: Develop other activities for "knowledge development" 	◆ We hosted a public lecture on poverty issues at the state capitol, and provided an unique setting for Head Start and Community Action partnership. The lecture by Mark Rank provided a new paradigm for exploring poverty and gave us a way of framing our conversation about poverty. The resource person for the lecture also provided guidance in the data collection.		
	 Disseminated copies of Rank's book to project team members. 		
	 Presented a session on early childhood services as anti-poverty strategies at the Iowa Early Care, Health and Education Congress in November, 2005. 		
ON-GOING WORK			
Proposed Activities	Accomplishments:		
 Developing and publishing a report. Future dialogues combined with ICAA conference. 			

PROJECT TWO: Enhance Joint Advocacy Efforts

Desired Results:

- 1. To have a clear, specific legislative agenda developed by August.
- 2. To have well-informed and educated memberships about why this particular agenda is important, how to advocate effectively and how the laws affect who can advocate and how.
- 1. Persuade membership of ICAA and IHSA of the importance of this advocacy effort

Proposed Activities:	Activities:
Step One: Get ICAA buy-in	Both organizations agreed to begin the process.
Step Two: Get IHSA buy-in	

2. Conduct Advocacy Workshop

2. Conduct ravocacy workshop	
Proposed Activities:	Activities:
Step One: Two Execs meet in July to discuss planning an advocacy workshop Step Two: Connect workshop and advocacy agenda to Head Start Parent Leadership Conference Step Three: Create a Head Start Day on the Hill (identify its relationship to FaDSS and Early Childhood Days on the Hill.) Step Four: Develop a wider and joint ICAA/IHSA strategic communication plan to promote the agenda, build relationships with allies; encourage agencies to create local	 A joint meeting between ICAA and IHSA was held on August 31 and a proposed advocacy agenda was developed. The agenda was approved by IHSA Board and was supported by the ICAA Board. An Advocacy Training workshop was held during the ICAA annual conference on October 5. The workshop attracted 28 participants. As a lead-up to Day on the Hill, there was strong participation by Head Start and CAP personnel and clients at both the FaDSS and Early Childhood Days on the Hill. In the latter event participation was up more than 100 from 2005.

PROJECT THREE:

Create a Responsive Training and Technical Assistance Services

Desired results:

- 1. New leaders coming down the road need training/orientation
- 2. Tighter compliance expected
- 3. Innovative, new ways of doing things (serve children better)
- 4. A need to develop a culture of excellence; A focus on getting better, focus on continuous improvement.
- 1. Survey/Inventory needs and resources

Proposed Activities:	Activities:
Step One: Create a survey instrument	◆ In May, 2005, a survey designed and sent to all
Step Two: Conduct survey	CAP and Head Start directors to assess training needs/issues and identify personnel interested and capable of providing consulting services around management arenas.

	◆ Results were compiled and used to invite individuals to a consultants training and create a new and annual Institute on Excellence.				
2. Organize and host annual compliance institute					
Proposed Activities:	Activities:				
Step One: Select dates and location Step Two: Develop content for institute Step Three: Complete Pre-Institute Activities Step Four: Hold Institute	 ♦ Held the Community Action and Head Start Institute on Excellence ("Great People, Great Ideas, Great Work, Great Results") on August 8-9. The conference established the need for creating cultures of excellence and then focused on excellent practices in the areas of human resource management, fiscal management and community assessment. These core management functions then guided the assessment of needed changes in organizational operation and effectiveness. The Institute was attended by 55 individuals from 16 of Iowa's 18 Head Start grantees. In 10 of the 16 grantees, there was representation from both the CAP and Head Start sides of agencies or from both agencies where the Head Start was not part of the CAP. (Including the supplementary institute mentioned below, all grantees were represented in the Excellence Institute training.) ♦ A supplementary "excellence institute" training took place on September 12 to explore excellence in serving Latino families, encouraging an organization-wide, systems approach to addressing the unique needs of Latino families in Iowa. The supplementary institute was attended by 40 individuals from 7 of 18 grantees. (Only 12 of the 18 grantees have a Latino enrollment of more than 10 percent.) 				
3. Create a Training/T.A. Resource Bank					
Proposed Activities:	Activities:				
 Step One: Gather data from survey Step Two: Design Resource Bank Processes so training and technical assistance is "responsive" (what you need when you need it) Step Three: Market Bank Services 	 From the survey mentioned above, 42 individuals were recruited to apply to attend the training. Twenty-one were selected and 19 trained from July 27-29. A Resource Bank design was completed and approved by the IHSA Board on September 14. The ICAA Board also reviewed the design and concept. 				

4. Host an annual leadership retreat for new CAA and Head Start directors

Activities:

A retreat was held for new CAA and Head Start Directors on September 9-10. The retreat focused on leadership styles and individual leadership development. Support resources for new directors were showcased at a "resource fair" during the retreat. Six new Head Start directors attended of 15 identified "new" leaders.

GOAL TWO:

Enhance management systems and overall performance of Community Action Agencies in Iowa, especially those operating Head Start programs, to ensure better outcomes for families.

Strategic Concept: The best way to address management issues is to confront them head-on in a focus yet customized manner to allow for agency idiosyncrasies. We addressed this goal by creating management consulting services. The effort was supplemented by the Institute on Excellence and the new director's retreat discussed above. The Institute emphasize excellence as a framing device for organizational change. The retreat encouraged directors to consider their roles as leaders versus managers.

Activities: The two primary activities besides the training efforts were the development of management consulting and executive coaching.

Management Audit/Executive Coaching Services

The Supplement Grant Project offered every agency that opportunity to have a professional management audit performed. Six of 18 agencies availed themselves of these services. Typically, these services involved a series of meetings covering such activities as data-gathering, analysis and action planning and follow-up implementation and consultation. These audits surfaced the need for more action-oriented strategic plans, the need to address staff morale, the need to enhance department-to-senior management communication and a variety of individual issues identified and supported through the executive coaching.

Management and Leadership Training

The Supplement Grant Project provided all agencies an opportunity for focused training on key management areas (see Project Three above). These activities also helped encourage a culture of excellence and continuous improvement to counter a prevailing attitude of mere compliance with standards. Every participant in the Institute agreed with the statement: "excellence is a good strategy for my agency to pursue to ensure its survival and 'thrival' in the coming years." Ninety-eight percent of participants said they were more committed to an excellence approach than before attending the institute. When asked what individuals planned to do after the Institute, we received comments like "Strive for excellence," "Pursue excellence," "Challenge myself to strive for greater possibilities," "Implement a personal excellence plan," "Engage all of our agency staff in excellence."

GOAL THREE:

Enhance CAA collaborative partnerships with local child care services, elementary schools and Iowa Community Empowerment.

Strategic Concept: Strong partnerships require strong individual partners. To address this goal we wanted to put communities partnerships as a key area for growth in our management enhancement initiatives. We also wanted to state our intentions clearly with our state partners about what we needed from them to establish more cooperative relationships. But we recognized the importance of strengthening internal systems before engaging those systems in partnerships.

OBJECTIVE ONE: Community partnerships included in management audits/executive coaching..

The Supplement Grant Project began with an inside out approach, making sure local collaborations were the part of strategic planning and agency work. This content was part of the management audits.

OBJECTIVE TWO: Community partnerships included in Excellence Institute

One of our three areas of management foci was community assessment. This session specifically looked at how community needs were addressed by partners and what role agencies could take to complement what was being done or fill gaps. The supplemental training on Excellent Services for Latino Families, also emphasized efforts to collaborate with community partners.

OBJECTIVE THREE: Community partnership skill development during Consultation Training

The consultative model explored during our Consultant's Training included many key processes that are integral to developing collaborative relationships. We even invited some child care partners to participate in this training.

OBJECTIVE FOUR: Promote Community Partnerships as part of advocacy agenda

The advocacy agenda adopted by IHSA provides a strong call for partnership by Head Start in any state-funded preschool initiative. The advocacy agenda work done as part of the grant set the stage for strong partnership by Head Start in encouraging state-funded preschool and other early childhood services.

GOAL FOUR:

Improved quality/quantity of services to low income families in eight priority areas.

Strategic Concept: By improving the overall quality of management performance, all associated performance will improve, including services that address the State Collaboration Office priorities of child care, health care, education, community services, homelessness, children with disabilities, welfare reform and family literacy. This goal was designed to ensure the supplemental grant was integrated into the ongoing work of the Collaboration Office. The grant provided an opportunity to get to the heart of improving service delivery by: 1) addressing the environment and context of CAP-HSSCO relations; and 2) creating organizations capable of delivering high quality services.

OBJECTIVE ONE: Work closely with the Iowa Community Action Association

All of the work discussed above involved partnering with the Iowa Community Action Association (ICAA) at an unprecedented level. The clearest demonstration of their involvement is how the grant activities changed to accommodate their assessment of the Iowa situation and their willingness to engage with this project in ways that might have perceived as threatening (e.g. internal management consultation). The Collaboration Office used a portion of the grant to support the ICAA annual meeting of the conference to demonstrate our commitment to their well-being. Additional meetings also took place between the Collaboration Office and the CSBG State Administration.

OBJECTIVE TWO: Enhance service delivery capabilities by improving management services.

This objective was realized in the activities discussed under Goal Two.

Project Accomplishments

The project succeeded in addressing four large and ambitious goals. Its success can be assessed at both the goal level and at the project implementation/activity. Furthermore, the grant's project evaluation plan developed a set of performance indicators for each of the goals. The success of reaching the goals and implementing the projects as planned are discussed below followed by the data addressing the project indicators.

GOAL ONE:

Increase the effectiveness of the collaborative partnership between the Iowa Community Action Association (ICAA) and the Iowa Head Start Association (IHSA), especially one that can serve as a foundation for more effective participation in the planning and development of "high quality services for low income families."

The project effectively created a mutually agreed on set of smaller projects and in the process enhanced the collaborative partnership between the ICAA, IHSA and the HSSCO. Prior to the grant, communication was minimal. One CAA representative openly talked about "swallowing" IHSA into ICAA. By the end of the grant, both groups were cooperating along a variety lines. For example, following the release on January 13, 2006, of an Information Memorandum by the Office of Community Services (Transmittal #94: "Fiscal Year 2006 Head Start Triennial and Follow-Up Reviews in Community Action Agencies") both ICAA and IHSA were in close

conversation to plan on how to work together to address the memorandum. An action plan emerged from the discussion that is currently being implemented.

Other signs of ongoing collaboration between Head Start and Community Action include regular meetings between CSBG Administrator and Collaboration Office and between the ICAA Executive Director and the Collaboration Office, the decision by IHSA not to hire a separate lobbyist but use the same one as ICAA, an increase in meetings that include CAP and Head Start personnel, and an increase in communication between the CAP directors and the Collaboration Office.

Another sign of success was the work accomplished on the three joint project. Recall that the three projects had their own purposes, but all carried the additional purpose to provide a way for the associations to work together, building a new history of successful cooperative ventures. Among the three projects, here are the notable accomplishments:

Anti-Poverty "Institute"

This effort involving meetings, working with Mark Rank and the development of a presentation on anti-poverty elicited frequent comments about how the efforts steered conversation to "things that really mattered." It was a topic of conversation that both Head Start and Community Action could participate with passion. It offered an opportunity to focus attention on organizational mission, tapping into a latent source of energy and commitment needed to sustain long-term work. At the ICAA conference in October, one panelist who had participated in our Anti-Poverty meetings made reference to Rank's work, demonstrating how his involvement had shaped his thinking about poverty. Plans for a report on poverty in Iowa are still underway as a joint effort between ICAA and HSSCO.

Joint Advocacy

The joint advocacy statement and training provided a foundation for involvement by IHSA and ICAA in supporting state-funded preschool efforts. In many states, state support for preschool has been viewed as a threat or as competition. IHSA supported a number of initiatives including co-hosting a legislative breakfast with the Iowa Department of Education. Overall, the joint advocacy effort saw a number of successes during the 2006 legislative session. Though the legislature is still in session, the following are likely outcomes:

- \$10 million in new money for expanding preschool access.
- The call for comprehensive services was answered by the governor in his "Strong Start" proposal. The legislature supported all six components of the proposals were supported with increased dollars, including funding for mental and dental health initiatives.
- The call for increased funding for early childhood professional development was answered with \$2.4 million
- Funding for the state-based Family Development and Self-Sufficiency increased.
- An increase in state funding for energy assistance.
- An increase in Medicaid reimbursement rates.

Training and Technical Assistance Service

This effort was geared around capacity development and the need to address long-term training needs created by a rapidly changing environment and persistent staff turnover. The grant

accomplished the plan activities, but successful training must do more than simply take place. It needs to reach its target audience, it needs to show improvement in skills, knowledge and abilities of participants, it needs to be directly connected to a strategic purpose and it needs to be connected to a clear plan that supports transference of learning into the market place. In the areas of participation, learner improvement, strategic relevance and transference of learning, the grant-supported training demonstrated positive results in each of these areas.

Participation When taken together, the four training events (Consultant Training, the Institute on Excellence, the Institute supplementary training and the new director's retreat) involved all 18 Head Start programs, including the three not related to CAP agencies. The training also involved one CAP program that collaborates with Head Start but does not operate a Head Start program. All four trainings attracted participation by 112 people.

Participant learning In some of the training experiences we assessed changes in learner knowledge and found measurable improvement. Participants at the Institute on Excellence who participated in the community assessment area showed statistically significant change (p<.001; n=16) on six key dimensions of understanding, conducting and using community needs assessments. Overall, 91 percent of participants in both the Institute and Consultant Train reported that they had "learned a great deal."

Strategic relevance Among participants of the Excellence Institute and the Consultant Training, a strong majority felt the training directly affected their abilities to address the key strategic needs identified by the initial survey. In summary:

Percentage who "believe" the training will help their agency			
	Yes	No	Maybe
Prevent future problems such as deficiencies, legal risks, financial difficulties			
or crises?	67%	0%	33%
Be better by exceeding regulatory requirements?	65%	2%	34%
Deliver better outcomes for children and families?	80%	0%	20%
Be engaged in more conversation with peers and colleagues in other			
agencies about what's really important?	81%	0%	19%
Show greater openness and respect among and within programs and			
agencies?	83%	0%	17%
Increase its/their knowledge about how to function better as a program or			
agency?	86%	0%	14%

Over all, 94 percent of Institute and Consultant Training participants agreed that the training helped develop knowledge that will be useful in their work.

Transference of Learning While we did not have the means to determine whether behavior changed once participants returned to their agencies, we were able to identify that 71 percent of participants in both trainings with specific implementation plans. In the Consultant training 94 percent of participants were willing to be internal consultants and 83 percent to be consultants to other agencies.

Goal One Performance Indicators

Indicator	Accomplishment
The anti-poverty vision is adopted by both associations and supports and informs the ongoing strategic planning of both associations.	A common anti-poverty vision was not developed during the project. ICAA underwent a change in executive staff during the project preventing it from making major commitments. New staff appears willing to work on this.
Joint planning meetings are taking place.	These are taking place under various auspices.
The development of an MOU between the two organizations.	This has been discussed but is not felt a pressing need currently.

GOAL TWO:

Enhance management systems and overall performance of Community Action Agencies in Iowa, especially those operating Head Start programs, to ensure better outcomes for families.

Six programs availed themselves of the management consulting services we made available through the grant. In one case, an agency paid for the services themselves because their delivery took place after the grant period expired. These types of interventions are designed to promote change at a leadership level, and the lasting effect is difficult to measure in the short-term. Nevertheless, immediate consequences from this work were evident. Most interventions included follow-up activities that were carried out. For example, regular meetings are now occurring at one agency where communication was found to be an issue. In another case, a new CAP director engaged in an intensive community needs assessment and strategic planning process that will guide agency activity for the next several years. In another, 75 percent of recommendations to improve board governance was implemented. In yet another, a set of specific interventions are continuing through the coordination by the CSBG administrator and the Head Start TA System. A final indication of their effectiveness is that in three of these agencies, the interventions are continuing today using resources outside the grant.

The training efforts discussed in detail above, not only were signs of successful partnership between IHSA and ICAA, they demonstrated increased capacity of organization to improve management function. By framing management effort in a culture of "excellence," it encouraged the generally high-performing Iowa agencies to move beyond mere compliance. This framing has paved the way for future efforts aimed at management and leadership issues. One sign is the continued popularity of IHSA management training offerings and new training initiatives by the associations to address improved services and to support new leadership.

Goal Two Performance Indicators

	Indicator	Accomplish	hment				
•	Positive changes in "performance indicators" (e.g., enrollment, health	Delays in project implementation has meant it is too early to determine the changes in performance that can be attributed to management changes. Those change would show up in comparison with 2005-06 PIR data. However, 2004 and 2005 data are:					
	services, child care	Iowa Head Start Children Receiving Health Services					
	services, teacher turnover, teacher	Pct of total enrollment 2004 2005					
	qualification; from	Medical Home	95.4%	94.0%	-1.4%		
	PIR "Performance	Screenings	88.8%	89.7%	1.0%		
	Indicators" data)	Pct of those needing medical treatment for who received it.	87.9%	92.6%	4.7%		
		Up to date on immunizations	81.4%	87.5%	6.1%		
		Dental Home	82.7%	83.1%	0.4%		
		Dental Exam	70.1%	69.1%	-1.0%		
		Pct of those needing dental treatment who received it.	83.4%	79.9%	-3.5%		
		Iowa Head Start Children Rece	eiving Child (Care Service	es		
		Total Needing Child Care	47.7%	49.3%	1.7%		
		Receiving through Head Start	30.8%	29.2%	-1.7%		
		Receiving Subsidy	10.9%	10.7%	-0.2%		
		Head Start Teach	ner Turnover				
		Pct of teachers leaving.	12.4%	16.6%	4.2%		
		Head Start Teacher	Qualificatio	ns			
		Pct of Teachers w/					
		AA Degrees	23.6%	21.3%	-2.3%		
		BA Degrees	54.6%	55.5%	0.9%		
		Master Degrees	3.4%	3.4%	0.0%		
		CDA	15.8%	13.2%	-2.7%		
•	A pre/post survey of staff perceptions	These surveys were not conducted.					
•	Number of goals/action steps completed from management consultant recommendations for management systems and internal performance.	Every management consultant intervention resulted in a list of 10-15 specific recommendations. A survey of six affected agencies show that, on average, 56 percent of the recommendations were fully implemented, showing a clear intention to make effective use of the information provided through the management consulting process.					

Increase in percentage of families who access more than one CAA service.	We did not establish a baseline number for this indicator. Different data systems required for federal and state project are not well integrated. This points to a clear near for technology and information integration.
SCI VICC.	A survey of FaDSS (Family Development and Self-Sufficiency), a state-funded program to assist families of low-income run by CAP agencies, shows that 17 percent of FaDSS families are enrolled in Head Start or Early Head Start. (Many FaDSS families do not have Head Start age-eligible children.)
	Statewide 61 percent of Head Start families participate in WIC, up from 58 percent one year earlier.

GOAL THREE:

Enhance CAA collaborative partnerships with local child care services, elementary schools and Iowa Community Empowerment.

The main activities of the grant were designed to lead to successful collaborations. The grant succeeded in encouraging these collaboration through the community assessment training, the emphasis on required collaborations in legislation and addressing community collaborations with child care, schools and Iowa Community Empowerment.

Goal Three Performance Indicators

Indicator		Accomplishment		
•	Number of goals/action steps completed from management consultant recommendations for community-level collaborations.	Of two goals/action steps relating to community collaborations, one was acted on.		
•	Growth in number or quality of partnerships (e.g., number with signed agreements)	Data not available.		
•	Growth in number of formal agreements with LEAs.	In 2005, 44% of district in Head Start service areas have formal agreements with Head Start. Data for 2006 is not yet available.		

GOAL FOUR:

Improved quality/quantity of services to low income families in eight priority areas.

This goal was designed to integrate the focus of the Supplemental Grant project into the context of the Head Start State Collaboration Office work. The main accomplishment was the development of strong and positive working relationships between the Collaboration Office and the new Executive Director of ICAA, the CSBG State Administrator, the president of ICAA and a number of CAP Executive Directors. That foundation has proved to be extremely important for

a wide-range of efforts, including FaDSS/Head Start Collaboration, state support to new Head Start directors and integrating CAP agencies into early childhood networks.

Goal Four Performance Indicators

Indicator Accomplishment					
Homelessness	Homelessness				
 Percentage of 		200	4	2005	Diff 04 to 05
homeless families acquiring housing (PIR)	Pct of homeless families acquiring housing	69.8	%	63.2%	-6.6%
Child Care	See data above.				
Percentage of HS children needing child care services who receive subsidy.					
Percentage of HS children needing child care services who receive care from a "quality" center/family home					
Health Services	See data above.				
See Performance Indicators in PIR					
Welfare	We	elfare			
• Growth in number of		2004	200)5 C	Diff 04 to 05
H.S. families working or in school.	Pct of Iowa Head Start families working.	70.5%	67.4		-3.1%
Increased percentage of family partnership	Pct of Iowa Head Start families in school or job training	20.9%	17.6	5%	-3.3%
agreement goals reached.	Pct of Iowa Head Start families with family partnership agreements	85.6%	87.5	5%	1.9%
<u>Education</u>	Formal Transition Agreements				
 See professional 		2004	200)5 C	Oiff 04 to 05
development outcomes from PIR	Pct school districts with written agreements.	46.5%	44.4	ŀ%	-2.1%
performance indicators.					

Far	mily Literacy	Data not available.			
1.a	Number of families	Data nut avaname.			
•					
	who read at least				
	once a day to				
	children				
•	Number of families				
	practicing before,				
	during and after				
	strategies while				
	reading.				
Community Services		See partnership information above.			
•	See partnerships				
	above.				
Ch	ildren with Disabilities	Children with Disabilities			
•	Increased percentage		2004	2005	Diff 04 to 05
	of children who have	Pct of Iowa Head Start Children			
	IEPs/IFSP among	with disabilities on IEP/IFSP.	92.6%	94.1%	1.4%
	total children	Number of Iowa Head Start			
	determined to have	Children with disabilities who are			
1	acterimica to mave				
	disabilities.		68	30	-38
•		not receiving services	68	30	-38
•	disabilities.		68	30	-38
•	disabilities. Reduced numbers of children determined		68	30	-38
•	disabilities. Reduced numbers of		68	30	-38
•	disabilities. Reduced numbers of children determined to have a disability who have not		68	30	-38
•	disabilities. Reduced numbers of children determined to have a disability		68	30	-38